

**Viewing Guide:**

***To Guide Professional Development as LEAs Create a Shared Understanding of the ELA Common Core State Standards***

**2011 Fall RESA Training**

What Can I Expect?

* You will view videos which describe in detail the six instructional shifts needed to effectively implement the Common Core State Standards (CCSS) in ELA/Literacy.
* DPI Consultants will guide discussion and activities around: the six shifts, implications for instruction, and next steps.
* A CD is provided for participants which includes: the videos, handouts, resources, and the viewing guide.
* Today’s training will be conducted paperless.

**North Carolina Department of Public Instruction**

**Curriculum & Instruction Division**

**English Language Arts Section**

ELA CCSS Six Shifts Viewing Guide

The resource used to guide this professional development describes the six instructional shifts needed to effectively implement the Common Core State Standards (CCSS) in ELA/Literacy.

<http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature/> (retrieved August 23, 2011) features the following panelists:

John B. King, New York State Commissioner of Education

David Coleman, contributing author to the Common Core

Kate Gerson, Sr. Fellow with the Regents Research Fund

# Shift 1: PK-5, Balancing Informational & Literary Text

## Key Points:

1) What are the benefits of building students’ background knowledge with informational text?

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2) What is meant by balancing informational and literary text?

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3) The panelists talk about how the teacher should be a tour guide to the world through text. How does a teacher accomplish this?

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4) Why is it important for students to cultivate an attention to detail in the early grades?

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## Discussion:

1) Compare your responses with your group.

2) What else did you find to be valuable or important?

3) Using the Anchor Standards for Reading, determine which ones apply to Shift 1 and why?

## Implications for Instruction:

Using your answers from the Key Points and the quotes below, describe the implications for instruction.

“Students need coherent instruction about content and strategies for informational text.”

“Teaching through and with informational text.”

“Changes the role of the teacher.” “Cultivating the attention to detail early on.”

“Ensure that your students are deriving the maximum information from text in order to then know how to summarize.”

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## Activity:

Construct a survey to use with teachers to discover their ideas about the instructional use of informational text.

Survey Resources: [Survey Monkey](http://try.surveymonkey.com/?gclid=CPrd6LXA_KoCFYXu7Qod_Buy0w), [Zoomerang](http://www.zoomerang.com/free-account-surveysB/?kk=zoomerang&gclid=CPifydDA_KoCFQK87QodgzqF0Q), [Polleverywhere](http://www.polleverywhere.com/)

*Sample question:*

Name the sources of informational text you have on hand in your classroom/school.

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## Reflection:

Use the ***Next Steps*** Graphic Organizer to set a goal for this shift and begin thinking about the levels of resources you need to accomplish your goal.

# Shift 2: 6-12, Building Knowledge in the Disciplines

## Key Points:

1) What is the role of content area teachers in advancing students’ literacy?

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2) How will content area teachers engage students with text in their instruction?

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3) What is meant by “You can’t effectively teach a subject unless you become a literacy teacher?” What are your thoughts about this statement?

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## Discussion:

1) Compare your responses with your group.

2) What else did you find to be valuable or important?

## Implications for Instruction:

Using your answers from the Key Points and the quotes below, describe the implications for instruction.

“Everyone has a role in advancing students’ literacy.”

“You can’t effectively teach a subject unless you become a literacy teacher?”

“Rather than referring to the text, students are expected to learn from what they read.”

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## Activities:

### K-5 Activity:

Using the***K-5 T-Chart***, complete the left hand column using examples from your current teaching. Next, indicate ways you can go beyond what you are currently doing in the right hand column of the T-Chart. What are your next steps?

### 6-12 Activity:

Refer to the Standards for Literacy in History/Social Studies, Science & Technical Subjects 6-12 (pg. 60-66):

* How are these standards organized? What did you notice?
* Complete the ***6-12 4-Square*** graphic organizer.

## Reflection:

Use the ***Next Steps*** Graphic Organizer to set a goal for this shift and begin thinking about the levels of resources you need to accomplish your goal.

# Shift 3: Staircase of Complexity

## Key Points:

1. What do the standards require our students to do with complex texts?

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1. What is the role of the teacher in engaging students with complex texts?

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1. What attitudes and behaviors are necessary for students to effectively engage with complex texts?

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1. What role do leveled texts play in our ELA instruction?

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## Discussion:

1) Compare your responses with your group.

2) What else did you find to be valuable or important?

3) Using the Anchor Standards for Reading, determine which ones apply to Shift 3 and why?

## Implications for Instruction:

Using your answers from the Key Points and the quotes below, describe the implications for instruction.

“The Common Core asks us to have students engage with much more complex texts at virtually every grade level.”

“Read less…more closely. Take opportunities to slow down and reread.”

“You have to have a discipline of really engaging with the text yourself. This level of teaching is going to require very careful attention to the text on the part of teachers.”

“Anyone who loves anything looks at it several times.”

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## Activities: Rereading Handout and Sample Texts

This activity uses Sheridan Blau’s 3 questions for guiding students to deeper levels of comprehension.

Read “A Quilt of a Country” by Anna Quindlen and complete the questions on the Rereading Handout.

Read “The New Colossus” by Emma Lazarus and answer the same questions on the Rereading Handout.

* What differences did you note about the two experiences?

Create a rereading tip sheet for teachers either using the brochure template or WORD.

* How are you going to convince teachers to allow and encourage rereading?

## Reflection:

Use the ***Next Steps*** Graphic Organizer to set a goal for this shift and begin thinking about the levels of resources you need to accomplish your goal.

# Shift 4: Text-Based Answers

## Key Points:

1) What is the importance of cultivating students’ close reading of a text?

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2) How can we get students to go beyond making the easy connection with the text they are reading to a deeper connection?

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3) What are questions worth asking?

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## Discussion:

1) Compare your responses with your group.

2) What else did you find to be valuable or important?

3) Using the Anchor Standards for Reading, determine which ones apply to Shift 4 and why?

## Implications for Instruction:

Using your answers from the Key Points and the quotes below, describe the implications for instruction.

“Careful planning; There is a real shift here. [This requires] spending much more time in preparing for instruction by reading carefully yourself.”

“Where did the author say that? Why do you think the author believes that? Show me the words in the text.”

“We talk in terms of pre-reading, during reading and post reading, but in many ways there’s just reading.”

“Ensuring that students are going back to the text for their evidence to support their argument, the challenge is how to do that in a thoughtful, careful, precise way.”

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## Activities: Text-Based Q & A Handout

Review the excerpt by Quindlen including the text-based questions and rationale.

Read the second text excerpt and create a text-based question.

Exchange questions with a partner. Find the text-based answer.

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## Reflection:

Use the ***Next Steps*** Graphic Organizer to set a goal for this shift and begin thinking about the levels of resources you need to accomplish your goal.

# Shift 5: Writing from Sources

## Key Points:

1. What is the importance of the reading-writing connection?

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1. What is the powerful life skill the panelists discuss? What are examples?

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1. How does this shift address the development of a student’s voice?

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1. Why is this shift important for college and career readiness?

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## Discussion:

1) Compare your responses with your group.

2) What else did you find to be valuable or important?

3) Using the Anchor Standards for Reading, determine which ones apply to Shift 5 and why?

## Implications for Instruction:

Using your answers from the Key Points and the quotes below, describe the implications for instruction.

Students: “Take the scholarly work they do when they are engaging with text and start to generate their own.”

“Let go of time that is spent on teaching the narrative.”

Students: “Ability to write from multiple sources about a single topic - analyze, synthesize ideas across multiple texts.”

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## Other Considerations:

* Plagiarism
* Paraphrasing
* Reliable sources
* Using meaningful, relevant and sufficient evidence

## Activities:

* Review Synthesis graphic organizers: these can be used to facilitate learning the process of synthesizing information
* Transforming narrative *thinking* into *informational writing*. – Losing the “personalness” in voice. Precision, accuracy and clarity – Write like an investigative reporter.
  + Think of a narrative assignment and transpose it into informational writing. Example: Writing about your summer vacation could become writing about beach erosion.
  + Writing across the content areas supports this.

## Reflection:

Use the ***Next Steps*** Graphic Organizer to set a goal for this shift and begin thinking about the levels of resources you need to accomplish your goal.

# Shift 6: Academic Vocabulary

## Key Points:

1) What are the distinctions between Tier 1, Tier 2, and Tier 3 words? Why is it important to focus instruction on Tier 2 words?

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2) What do the panelists say about the use of synonyms in vocabulary instruction?

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3) How does focusing on an author’s choice of specific words impact the acquisition of new vocabulary?

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4) What are two things to consider when choosing which Tier 2 words to teach?

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## Discussion:

1) Compare your responses with your group.

2) What else did you find to be valuable or important?

3) Using the Anchor Standards for Reading, Writing, Language, and Speaking and Listening determine which ones apply to Shift 6?

## Implications for Instruction:

Using your answers from the Key Points and the quotes below, describe the implications for instruction.

“It’s important to be strategic about the kind of vocabulary that we’re developing.”

“Teach fewer words, but teach the webs around them.”

“Figuring out which are the Tier 2 words and then…figuring out which ones I am going to teach. Because…[you] can’t possibly teach all…Tier 2 words very thoroughly and still get to the heart of the matter with the reading.”

“It goes back to this issue about careful planning…and strategic thinking about how to support students’ skill development.”

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## Activity:

Working in pairs:

1. Read the Quindlen text.
2. Underline the Tier 2 words in the selection and enter them into the table on the *Academic Vocabulary* handout.
3. Compare the words that you have underlined with those underlined by your table mates.
4. As a group, determine which words you might focus on during instruction.
5. Why did you choose these words?

## Reflection:

Use the ***Next Steps*** Graphic Organizer to set a goal for this shift and begin thinking about the levels of resources you need to accomplish your goal.